DOCUMENT RESUME

ED 041 522 72, FL 001 879

AUTHOR	Azzouz, Azzedine; And Others
TITLE	Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 4, No. 2.
INSTITUTION	Agence Tunisienne de Public Relations, Tuni (Tunisia).
SPONS AGENCY	National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-70-58034-2
PUB DATE	70
NOTE	39p.
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	Adult Education, *Annotated Bibliographies, Educational Administration, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, *Educational Problems, *Educational Programs, *Foreign Countries, Instructional Aids, Instructional Materials, Instructional Program Divisions, *International Education, Statistical Studies, Teacher Education

ABSTRACT

A 100-item bibliography with abstracts of books, newspaper articles, and periodical articles in English and French published predominantly in 1970 offers information on various aspects of education in Algeria, Libya, Morocco, and Tunisia. Emphasis is placed on sections dealing with educational organization in primary, secondary, vocational, and higher education; and the structure of educational organization in North Africa. Less extensive sections deal with: (1) educational philosophy, administration, statistics, and cooperation; (2) adult, teacher, religious, artistic, and special education; and (3) teaching aids and special problems. English translations of foreign titles are provided and the country under consideration is noted. For companion documents see ED 026 892, ED 026 920, ED 029 527, ED 031 123, ED 032 818, ED 034 455, and ED 038 074. [Not available in hard copy due to marginal legibility of original document.] (RL)

ED041522

SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

ALGERIA
LIBYA
MOROCCO
TUNISIA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Vol. 4 N°. 2 1970

Compiled for the Office of Education
U.S. Department of Health, Education and Welfare
and The National Science Foundation
Washington D. C.
by the "Agence Tunisienne de Public-Relations"
6, Rue de Hollande - Tunis
Tunisia

FL001 879

BEST COPY AVAILABLE

ED041522

TT 70-58034/2

Prepared for

THE OFFICE OF EDUCATION
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

and

THE NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.

by the

AGENCE TUNISIENNE DE PUBLIC-RELATIONS

Prepared by Azzedine Azzouz
with the assistance of
Katherine A. Wright M'Rad
Sandra Shaw-Lawrence
Margaret Guiomar
Sabine Lichtner

TABLE OF CONTENTS

PHILOSOPHY AND THEORY OF EDUCATION..... I
ADMINISTRATION OF THE EDUCATIONAL SYSTEM..... 3
EDUCATIONAL STATISTICS..... 7
STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA..... II
EDUCATIONAL ORGANIZATION..... 13
Primary Education..... 13
Secondary Education..... 16
Vocational Education..... 17
Higher Education..... 21
ADULT EDUCATION..... 25
TEACHER TRAINING..... 26
TEACHING AIDS..... 28
RELIGIOUS EDUCATION..... 29
ARTISTIC EDUCATION..... 30
SPECIAL EDUCATION..... 30
COOPERATION..... 31
SPECIAL PROBLEMS..... 34

NOTE : Each entry is marked with either A(Algeria), L(Libya) M(Morocco), T(Tunisia) or MAG(Maghreb countries) to indicate the country under consideration.

PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems: illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization efforts made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations of curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however, that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

T 1. Bourguiba: "Il est indispensable que l'enseignement, à tous les degrés et tout d'abord à l'Université, prévienne tout déracinement spirituel de l'individu par rapport à sa communauté" ("It is essential that education, at all levels and particularly at university, should prevent the individual from feeling spiritually uprooted from his community" - lecture given by President Bourguiba at the University of Sofia). La Presse February 15, 1970

In his speech President Bourguiba analyzed the role of the universities in under-developed countries. They should avoid the danger of modelling themselves on their former colonizers and thus adopting a university system unsuitable to their needs. The first aim of the university, the President said, should be to form qualified personnel who will further the country's development. While remaining in close contact with scientific progress, the university must be based primarily on the country's needs, and become a human institution capable of constant evolution. The university's second aim should be to form character, and to teach its students to identify themselves with the collective effort of their people. Thus, the President concluded, the university must strive to prevent the individual from feeling alienated from his society.

A 2. Enseignement et langue arabe en Algérie (Teaching and Arabic in Algeria). Maghreb, No. 37 January & February 1970

President Boumedienne declared at the opening of the University of Constantine that: "Education, however good it may be, cannot be considered as education if it is not national; that training, however advanced it may be, will remain imperfect as long as the language of the country is not used..... The fact that our language has to be given its due status in teaching, administration and other aspects of our everyday national life is as important to us as any of our great revolutionary undertakings, the industrialization of the country and our agricultural reform".

Although these are generally accepted principles, difficulties arise when one has to determine the status of Arabic, a symbol and essential element of the historical culture of Algeria, in relation to the French language.

T 3. "Un rôle capital à jouer" (An Important Role to Play) La Presse, February 12, 1970

University and school life were perturbed by students who demonstrated in support of the Palestinian cause on the occasion of Mr. Roger's visit. Parents and teachers cannot remain indifferent to such behavior which underlines the students' lack of maturity and of responsibility.

Certain students are encouraged by teachers who tell them that their personality can only develop by repudiating the established order, by rebelling against society and by permanently contesting. Although this group is a minority, its behavior can contaminate other groups.

It is up to the University to make the students aware of the needs of the country and to strengthen the ties between the university and the national community. Teachers have to ensure that students will shoulder this responsibilities as regards the development and construction of Tunisia.

Therefore our Tunisian University has an important role to play in making our young people mature.

T 4. Ladgham: "l'Université est désormais appelée à cerner la réalité tunisienne" (Speech given by The Prime Minister Mr. Ladgham before the General Union of Tunisian Students for their 17th Congress: The University is now called upon to focus upon Tunisian reality) La Presse : August 7, 1969.

Students are a tremendous strain on the State's budget as they are unproductive, but once their studies are completed they play an important role in our society. A country has to sacrifice itself financially as it cannot develop without them, since they will become the elite of the Nation. They cannot be disregarded, as is done by certain regimes.

On the other hand students must contribute towards Tunisian needs. They must not let themselves be attracted by an easy life as can be found in Europe and must not follow a course which is different from that of Tunisia. This kind of attitude is the fault of the University. The students must be adapted to the needs of their environment.

Although it is true that all opinions are valid, it is nevertheless certain that if they are to be valid they must fit in within the national context. We only have our students to depend upon, since our country is not rich enough in raw materials. One only has to consider Israel, a country much poorer than its Arab neighbors, to realize the importance of intellectual development. Therefore it is up to the students to make our educational policy successful. This success depends upon their good will.

All students, upon completion of their studies, should work in the underdeveloped areas of the countries, and not find excuses to remain in large towns such as Tunis. Those that accept can be sure that they will be well compensated at a later date. One must not let oneself be dominated by personal gain but think of the country's needs. For example sick people in the area of Nefta should not be looked after by foreign doctors, but by our own doctors.

It is up to the students to participate in everyday life so as to attract the goodwill of the mass. New ideas must be installed with their help and this can only be done if they participate fully.

MAG 5. Kacem Ben Hamza "La fuite des cerveaux" (The Brain-drain) letter addressed to Jeune Afrique no. 489 May 19, 1970.

This letter was written to Jeune Afrique by Kacem Ben Hamza, a post-graduate student of Indiana University; in it he emphasizes that he does not agree with the theory that Arab students once abroad "are constantly exposed to the temptations offered by a highly developed society". He believes, after having been in contact for over four years with Arab students in American Universities, that on the whole the brain-drain is not caused by the students but by the administration of their respective countries. He, himself, wrote three letters to the Department of Education but never received a reply. Then he wrote to the Director of Higher Education, who gave him a negative answer but offered no explanation or other possibilities. On the other hand he has already been offered, by three different Canadian Universities, a post as a Social Anthropology lecturer.

Therefore this student wonders whether these countries really need trained personnel. If they do, then they should keep in constant touch with the students abroad and keep them informed regularly. If they do not need them, the usual reproaches made against those who have settled abroad, should be stopped, since those concerned had no other choice.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

T 6. "Tunisie: Qualité d'abord" (Tunisia: Quality Above All). Jeune Afrique no. 492 June 9, 1970

At the instigation of the new Minister of Education Mr. M'zali, a new educational reform is taking place. This is not the first one.

In 1958, Mr. Mahmoud Messadi carried out reform which increased the number of pupils from 344,000 to close to one million today (90% of the boys and 50% of the girls). However the generalization of education had brought about a lowering of the general level. He was dismissed by President Bourguiba and replaced in 1968 by Mr. Ben Salah who wanted education to be connected to national and working life, which meant renovating the University and bringing Higher Education into harmony with the needs as defined by the government's economic and social planning.

But after his departure in November 1969 many problems still remained to be solved. A commission was set up and its conclusions were given by Mr. M'zali on the May 8, 1970. From now on every pupil will have to have at least the average: 10 out of 20; the classes less crowded; the general background of the pupil will be better developed and will try to make him better adapted to his environment; the programs will be "Tunisified". French will no longer be taught right from the start, as it is felt that bilinguism may be the cause of a general depreciation of education. However it will be taught in schools, although qualified teachers of French are still needed (60% of teachers in higher education are foreigners and 28% of secondary teachers are not fully qualified).

Nevertheless Tunisia did train 300 students during 1969&70, but only 100 have entered teaching. The status of education should be raised and Teacher Training Colleges set up. From now on, entrance examinations will be taken.

Whenever a pupil has to repeat a year, his grant will be cancelled. There will be a list of jobs for 23,000 (i.e. 37%), of those over 17 who have completed 6-9 years of education.

T 7. "Un enseignement de qualité" (First Class Education).
La Presse April 14, 1970

Since the independence of Tunisia, education has been the main aim of Bourguiba's government. Approximately one quarter of our population is attending school and a third of our budget, i.e. 8.8% of our national revenue, has been dedicated to education.

However, due to our rapidly increasing population and due to the fact that we had a late start, it is practically impossible to satisfy all the needs of our country. Complete school attendance up to the level of secondary education seems practically impossible and will remain, for many years to come, our aim.

Therefore as long as education cannot be given to all and at every level, selection is required. Those who do not make the effort should be dismissed as they hold back more intelligent pupils. Pupils rejected by the school system will have to be placed by the government. To keep them on at school would be to avoid the problems, a way of deceiving the pupils and their parents and a waste for our country.

A 8. M. Chérif Belkacem: "Répondre à l'expansion rapide de notre économie par un appareil d'éducation et de formation adapté" (Adaption of Education and Training to the Rapid Expansion of our Economy) El Moudjahid January 6, 1970

"3,275 million Dinars have been allocated by the Four Year Plan to education for equipment and training. If we add to this the expenses of the ministries involved, this sector represents over 11% of the gross national product. This indeed is a world record of which our country can be proud. The Four Year Plan, whose aim is to create the right conditions for the development of our economy so as to accelerate its progress after 1974 and for which 26,400 million Dinars of public investments have been estimated, can only be successful if the demand for teachers (40,000) and lecturers (20,000) can be solved rapidly by the training of Algerians. The investment in man is, for our country, the most important investment of all".

A 9. "L'enseignement dans la Wilaya de Saïda" (Education in the Governorate of Saïda).
El Moudjahid August 13, 1969

Because of its geographical position, the governorate of Saïda has problems with regard to educational personnel, since the latter prefer either to go down South where the pay is better, or to go up North where there are greater advantages.

However, this governorate has made great efforts. 120 classes will be opened at the start of the next term. In Saïda itself a new high school will be receiving 1,100 pupils of whom 250 will be boarders - 15,500 pupils will be able to take advantage of the cafeterias.

M 10. Dans le discours du Trône le roi déclare: Un dialogue fructueux n'est possible que si les étudiants reprennent le travail (The king declared that: A profitable dialogue can only take place if the students resume their work) El Moudjahid March 4, 1970

Teaching and science, in the 20th century, have taken on a new meaning. Their aim is to train men healthy of mind and body and to give them a wealth of knowledge which will enable them to be productive in the fields of economy, technology, arts, urbanism and all other activities undertaken by man.

The problems in all branches of education will require our full attention and consideration. But let us not forget that when our country was a protectorate we dreamed of an education moroccanized, generalized and analyzed.

We have decided to entrust the study of educational problems to specialized commissions. These commissions will study exclusively the direction to be taken by our education without taking into account financial consideration or certain claims.

Indeed the state is ready to meet the financial requirements if the direction chosen will produce the desired effect from an economic point of view.

We are also ready to open a dialogue with all teachers and with all parent-teacher associations.

M 11. "Un dialogue ouvert (A free dialogue) Jeune Afrique No. 482 March 31, 1970

A meeting was organized by Hassan II between March 11-15 at Ifrane, to deal with the strikes which had paralyzed Moroccan universities and high schools during February.

Though the discussions were outspoken there was little trust among students and teachers due to the fact that many official promises have not been kept. In the end the teachers managed to obtain a salary increase of 5% for professors, 40% for lecturers and 30% for assistants.

With regard to students, they obtained 800 new grants as of October, 1970 (according to ministerial statistics, there are about 1,400 new students per year), a university campus with 800 beds, with cafeteria which will open February 1, 1970, new buildings for Medical, Law and Arts Faculties and, finally, Social Security.

M 12. "Dix milliards pour les intellectuels" (Ten Billion for the Intellectuals) Jeune Afrique No. 483 April 7, 1970

Besides 1,000 new grants, a new university to be built in Rabat as well as the settling of conjunctional problems at the level of each university, the Moroccan students obtained at the Meeting in Ifrane, complete satisfaction with regard to social security, one of their longest standing claims.

The lesson is obvious: whenever an important professional body, part of the intellectual elite, contests, Hassan II tries to satisfy it financially. He thus avoids all political action which could concert with political forces. It is a high price to pay, but not as high, however, as if he had to increase all salaries. It is believed officially that the decisions taken at Ifrane, without taking into account tho e taken by the tripartite commissions now meeting at Rabat, will amount to ten billion old Francs.

M 13. "Le Plan Quinquennal et l'Enseignement Supérieur" (The Five Year Plan and Higher Education) Maroc Documents No. 5 March 1969.

The Five Year Plan aims at fitting out and building further faculties. For the time being, an extension of 2 lecture halls seating 250 to 300 persons is being added to the Faculty of Law in Rabat; two further halls seating 500 persons are also being added to the Hospital Center of Avicenne, since the Faculty of Medecine has not yet been built. Dr. Filali, the Minister for Higher Education, announced the creation of Faculties of Pharmacy and Odontology for the School year 1969-70. He also announced that important scholarships are available for lecturers wishing to prepare third cycle Doctorates.

L. 14. "Ministry Decides on Future School Projects" Cyrenaica Weekly News, November 30, 1969.

The Ministry of Education and National guidance has defined school projects which will be carried out during the next few weeks in various parts of the country. These projects were put before a special committee comprising representatives of the Ministries of Education, Planning and Public Works, to discuss the needs of the Ministry of Education for school buildings during the next academic year.

Ministry of Education sources said yesterday that the execution of 150 projects through public tenders has been approved. These projects include building schools containing 1,227 classrooms and bedrooms for about 4,700 students in various parts of the Republic. These sources added that the land on which these schools would be built had already been allocated and the necessary funds approved.

Besides this there are 130 projects still under study. These are for building new schools containir 1,727 classrooms.

L. 15. "Decree Fixes Salaries for Libyan Teachers" Cyrenaica Weekly News January 18, 1970.

The Council of Ministers issued a decree last week fixing salaries and allowances for Libyan teachers working under contracts.

The seven article decree stipulated that salaries and allowances of Libyan teachers, whose services are needed by the Ministry of Education and National Guidance under local contracts, will be fixed in accordance with a table and the qualifications or level of education attained by the teachers.

Teachers' monthly salaries, according to their qualifications, will range from 37 to 59 Libyan pounds, with a teaching allowance of 7 to 11 pounds respectively.

Libyan teachers appointed under local contracts shall be granted, in addition to their salaries and teaching allowance, a social allowance of 48 pounds a year for a married teacher plus 12 pounds a year for each child, provided that the total shall not exceed 84 pounds a year.

The decree is retroactive as from January 1, 1970 and the Minister of Education and National Guidance has been authorized to issue the necessary executive decisions.

L 16."Plans to Raise Educational Standards" Cyrenaica Weekly News March 8, 1970.

Major Bashir Hawadi, Minister of Education declared that efforts were being made to successfully solve problems facing education in Libya.

Decisions will be issued in due course to define the role of the general departments and subdepartments recently created by an R.C.C. decree.

Speaking of his recent inspection of schools throughout the country, the Minister said these visits had revealed to him that further efforts must be made to raise the standard of education in the Libyan Arab Republic.

The Revolutionary Government has inherited many problems from the former regime and this calls for a joint action to develop education and introduce modern educational programs to help achieve the objectives of the Revolution".

EDUCATIONAL STATISTICS

A 17."Algeria: Education" Jeune Afrique- Africa, 69/70

The illiteracy rate is still 74.6% but schooling for all is planned by 1980. In the last four years primary school intakes have doubled and secondary schools tripled. In 1965-1966 2.36 million children from 6 to 14 years were at school. Number 1966-67: Primary: 1,350,220 (551,527 girls). Secondary: 96,845. Technical: 34,439. Normal: 4,052. Higher: 9,272. Number of schools: Primary 4,302; Colleges and normal schools 487; Lycées 52. The proportion of pupils from rural backgrounds has gone up: Batna 76%, Medea 75%, Saida 65%, Setif 63%. Higher education: Algiers University (the first in North Africa) and in two university centers at Constantine and Oran. There are four traditional schools; law, economics, literature and social science, and science and medicine.
4 Institutes: Political studies, agriculture, applied psychology; preparation as primary school inspectors.
7 higher schools; Commerce, journalism, interpreters, polytechnic, higher normal, technical teaching and Fine Arts. Education scarcely keeps pace with the rise in population, though one fifth of the whole budget is devoted to it. French teachers are about 80% of the staff at secondary schools. In 1964-1965 520 scholarship students and 613 trainees were in France.

Russia helps in the Algerian technical institutes.

L 18. "Libya: Education", Jeune Afrique - Africa 60/70

Compulsory primary schooling is for six years. After three years preparation children can then go to secondary schools for the same period. There are also agricultural and technical colleges and foreign schools. The Libya university was founded in 1956 with schools in literature, law, science, economics and business. The Islamic university was formed by uniting all the Islamic institutions and schools. It teaches Arabic literature, Moslem law, Theology and Islamic studies. There are also primary and secondary Moslem schools, general civic education centers and religious education centers run by the Ulemas and the Senussi Zouias.
Education statistics for 1964-1965: Primary: Teachers 5,655; pupils 170,200. Secondary: Teachers 1,084; pupils 17,700. Special: Teachers 195; pupils 2,401. Technical: Teachers 148; pupils 1,016. Higher: Teachers 158; pupils 1,687.

M 19. "Morocco; Education", Jeune Afrique - Africa 69/70

Scholastic year 1968-69: Primary: 1,080,000 pupils, 30% girls, under 29,755 teachers using 20,345 classrooms. Arabization was almost completed by 1966. By 1967 almost all the teachers were Moroccan. Secondary: 260,000 pupils in state schools, using 5,969 classes with 11,185 teachers. Arabization reached the sixth form by 1967-68. It should be completed by 1974. Higher education: The whole university system has about 8,000 students.

Cultural co-operation: The French cultural and university mission had 16,000 pupils in primary classes and 9,600 in secondary classes in 1967-68. The Spanish cultural mission taught nearly 8,000 pupils in 1967-68. France supplied about 7,000 teachers.

T 20. "Tunisia: Education", Jeune Afrique - Africa 60/70

Increases in school attendance are going ahead as planned, some 8% yearly in Primary schools, 10% in Secondary schools and 6% in Higher schools. Pupils for the 1967-68 school year: 971,900 (328,500 girls). Primary 826,069. Professional 45,039. Secondary 89,568. Higher 11,224. A quarter of the national budget is spent on education. Higher education includes: Science (mathematics, physics, chemistry and natural sciences); literature and humanities; law and political economy; theology and medicine. A technical institute was opened in October 1968. Other institutes and higher schools will complete the educational structure: Higher business studies; oceanography; archaeology; administration; fine arts; health; "ecoles normales" (equivalent to university), agricultural research; press and 4 agricultural training colleges.

Cultural co-operation: The technical and cultural agreement signed with France in 1959 was renewed in 1967. About 3,000 French teachers are at work in Tunisia, as well as Canadian teachers.

A 21. "Le plan quadriennal et les conditions d'une meilleure planification de l'éducation" (The Four Year Plan and the Conditions for Better Planning of Education), El Moudjahid, Jan. 7, 1970.

For Primary Education, the average rate of growth concerning school attendance is 50% without accounting for inequalities between the "Wilayas" (governorates) where the rate varies between 23 to 75%. As for Secondary Education, although general education has tripled with an attendance of 72%, technical education has regressed by about 8% in relation to 1963, and its attendance is estimated at 24%-25%. Higher education also has a low output. Although 51% of the students are studying scientific subjects, only 52% of the lecturers are Algerians, who are mostly at the level of assistants.

A 22. "La Wilaya de Tiaret vers de nouveaux horizons: Enseignement et Santé, deux soucis majeurs" (The Governorate of Tiaret's New Aim: the Improvement of Education and Health, Two Major Problems), El Moudjahid, March 6, 1970.

The governorate of Tiaret is contributing to the development of school attendance which is one of the main aims of the Revolutionary Council and of the Minister of Education. On January 1, 1962 there were 26,000 pupils in the governorate, and this figure has now increased to 46,500 pupils attending the various schools in this area.

In 1962 there were 60 primary schools giving traditional education. The number of schools has now doubled and there are 1,250 teachers. There were only 1,350 pupils in secondary schools in 1962 but now this figure has increased to about 4,000. This first attempt to democratize education only covers part of secondary education since the Ibn Rostom Lycée, which is at present over-crowded, can only take in 1,200 pupils, of which 452 are girls and 374 are boarders. This establishment ensures classical and modern education. The Teacher Training College, which does not have sufficient capacity, will be replaced in 18 months time by a new college which will be attended by 1800 students. Technical education has been the subject of serious efforts. 1,100 girls and boys attend the different technical establishments.

A 23. "6 millions de moins de 20 ans" (6 million aged under 20) El Moudjahid July 10, 1969.

The diffusion of techniques, the increasing number of innovations and the general participation of the country all require an equitable diffusion of knowledge throughout the population. 6 million people are aged under 20 and 1,600,000 of these are aged between 14 and 17. If Algeria is to undergo important social changes the education and training of the youth is a necessity

A 24. "Instituts de Technologie: VI les chiffres des possibilités de formation" (Figures concerning the training possibilities in Institutes of Technology), El Moudjahid, August 24, 1969.

35,000 young people are to be trained during the period covered by the Four Year Plan and will be distributed as follows: 9,000 teachers and engineers; 2,6000 technicians.

These figures will only cover agriculture, teaching and health sectors and represent the minimum required to enable us, at the end of this period, to replace the foreigners who now fill these positions.

L 25. "All Schools are Fully Staffed", Cyrenaica Weekly News, Nov. 23, 1969.

The Ministry of Education and National Guidance has been able to meet the requirement for teachers all over the country for the school year 1969-70. Three hundred teachers from Jordan and Lebanon have been recruited, the number of Egyptian teachers has been increased to 550 and that of the Sudanese to 170, in addition to other teachers recruited to teach English and French. The number of pupils in elementary schools increased this year by 34,000. The Ministry recently obtained 39 new elementary school premises all over the country.

M 26. "Les Enseignants recrutés dans le cadre de la coopération technique pour l'enseignement secondaire et technique" (Teachers Recruited for Secondary and Technical Education in the Framework of Technical Cooperation). Maroc Documents, no. 5, March, 1969.

In the framework of technical cooperation teachers intended for secondary and technical schools were recruited for the school year 1968-69 as detailed below:

1,435 French teachers
43 Belgian teachers
9 Canadian teachers
33 Teachers belonging to the American Peace Corps.

Hence secondary education is still lacking in Moroccan teachers, especially for scientific subjects.

M 27. "Le Personnel dont dispose le Ministère de l'Education secondaire et technique pour l'année scolaire 1968-69" (The Staff at the Disposal of the Ministry for Secondary and Technical Education for the School Year 1968-69), Maroc Documents, March, 1969.

The Ministry for Secondary and Technical Education has at its disposal for the school year 1968-69: 11,185 teachers, of which 10,226 for general education and 959 for technical education. The rate of Moroccanization in primary education is 45%; in secondary education 31.33%. In technical education, the rate of Moroccanization reached 57.35%. As for the administrative staff, the Ministry has 4,041 administrative agents, 3,799 of whom are Moroccans and only 242 of whom are foreigners. This means that the Moroccanization of staff in this field has reached more than 94%.

M 28. "Les locaux pour l'Enseignement Primaire au Maroc" (Premises for Primary Education in Morocco) Maroc Documents, March,1969.

For the school year 1967-68, Moroccan primary education had at its disposal 19,594 premises. The Ministry for Primary Education has now built 671 new class-rooms and the municipality of Casablanca built a further 80, thus increasing the number of new class-rooms to 751. There will be 20,345 premises for the

school year commencing in 1968. The building of certain new classes was sometimes delayed because of credits and administrative formalities. Nevertheless, all the necessary measures were taken to receive all pupils while the new buildings were being completed.

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

T 29. "L'Enseignement du Français en Tunisie" (The Teaching of French in Tunisia), Le Monde, June 3, 1970.

On becoming independent in 1958, Tunisia decided that French would be taught in primary schools from the third year on. Among the modifications that education underwent in 1969 was the introduction of French already in first year primary school classes. This measure, however, caused a great strain on the Tunisian budget, in that it called for a considerable increase in the number of teachers (from 16,194 in 1968 to 17,826 in 1969-70). The educational program has been increasingly expansive apart from this, in that the number of primary school pupils has risen from 170,000 in 1956 (25% of school age children) to over 900,000 this year (75%) with a corresponding increase in the State Budget for Education from 18% in 1956 to 30% in 1970. For financial reasons the Tunisian government has therefore decided to discontinue French in the first primary school year. French will be taught throughout from the second school year on, which means a 10 hour increase over the 1958 reform.

M 30. "La langue française dans l'Ecole Primaire Marocaine" (French Language in Moroccan Primary Schools), Maroc Documents, March, 1969.

If the aim of teaching French in Moroccan primary schools is to prepare children for the entrance examination into secondary schools the present teaching programs may be accused of devoting too little time to written exercises and of teaching vocabulary which is not relevent to the Moroccan way of life. The programs have become inadequate, especially after the Arabization of arithmatic and nature study. They must be revised in order to allocate more time to written exercises and to establish a vocabulary directly linked with everyday Moroccan life. Only then will the presence of French in primary schools be justified.

M 31. "Le Budget du Ministère de l'Enseignement Primaire pour l'année scolaire 1968-69" (The Budget of the Moroccan Ministry for Primary Education for the School Year 1968-1969) Maroc Documents, March, 1969.

The budget of the Ministry for National Education (Primary Education) attained 270 million, 95 thousand 296 DH (27,900,529,600 Francs). This represents 47.11% of the budget allocated to the Ministry for National Education, besides the special loan of 6 million DH (600 million Francs) put at the disposal of the Ministry for Primary Education by the government and intended for extra teaching hours.

M 32. "Le Corps Enseignant. . dans l'Enseignement Primaire au Maroc". (The Teaching Staff in Primary Education in Morocco). Maroc-Documents. March 1969

The Moroccan Ministry for Primary Education has at its disposal 28,894 teachers as detailed below: 9,299 qualified elementary school teachers: 5,251 elementary school teachers on probation: 9,800 temporary elementary school teachers: 1,967 qualified monitors: 865 probationary monitors: 1,712 temporary monitors. There are also 861 teachers of whom 535 are Arabic teachers and 326 Arabic-French teachers who were trained in Regional Teacher Training Colleges. This gives a total of 29,755 teachers in primary schools.

A 33. Les prévisions globales en matière d'education: I Enseignement élementaire (Overall Forecast for Education: I. Primary Education). El Moudjahid January 23, 1970.

The main aim set by a recent Teachers' Conference was for 100% school attendence to be achieved by 1980.

Between 1970 and 1973, the aims of the Four Year Plan are as follows:

To increase the number of 6 year old's being taught by 10% during the school year 1973-1974.

To modify the extremes of the average rates of school attendance which lave been observed at the level of "wilayates" (governorate), ie. to ensure uniform expansion.

To see that all primary school staff are Algerian.

To promote monitors to teaching status.

The plan for arabization has yet to be defined and its evolution planned before 1973 by the National Commission for Reforms.

A 34."Pour la normalisation des parcours scolaires" (For the Standardization of Schooling). El Moudjahid February 1-2, 1970

The standardization of schooling allows a very accurate forecast of the number of pupils throughout the different stages of education and gives every pupil the opportunity of having 8 years of primary school and of taking at least once the entrance examination into secondary school.

This standardization also entails a number of Pedagogic measures which definitely improve the level of each pupil.

In this connection, the staff of National Education, during their annual meeting, proposed measures concerning teachers and pupils as well as the educational organization. It was decided that the standard of qualification of the teachers should be improved as quickly as possible.

As for the pupils, special attention should be paid to ensuring the uniformity of criteria by which their efforts are judged.

With regard to methods besides unburdening the programs at every level, the aim is for each pupil to adapt as soon as he enters primary school so that he can progress to his fullest potential.

EDUCATIONAL ORGANIZATION

Primary Education

MAG 35. "A Marrakech, seize pays arabes tiennent conférence" (Sixteen Arab Countries hold a Conference at Marrakech). Jeune Afrique No.472 January 20, 1970

Between January 12 and 20 under the auspices of Unesco the representatives of sixteen Arab countries including the Maghreb, attended a conference on education and Arabic. They all have many problems in common. For example due to the traditional conception of the woman's role, the percentage of girls attending the different levels of education are as follows: Primary: 34%, Secondary: 25%, Higher: 18%.

Also, Arab countries as a whole pay little attention to technical or agricultural training, yet if they are to overcome underdevelopment, they will have to train more and more workers, specialists and technicians in these fields. For the moment, however, the number of students attending technical and professional schools is decreasing in relation to the total number in secondary schools: 15.2% in 1960 down to 11.1% in 1968.

Finally all these Arab countries have rapidly increasing populations and their schools can no longer cope. Out of 20 million children there are 8 million who do not attend school. Full attendance at primary schools is no longer expected to be attained by 1980. But what is worse, only 60% of primary school pupils finish their primary education entirely and only 25% enter a secondary school. This creates a tremendous problem, since pupils leaving primary school, even after completion, are unemployable and run the risk of again becoming illiterate.

With regard to the literacy of adults, 250,000 people per annum are trained, but the rate of illiteracy still varies, between 46 and 85% for men and between 85 and 98% for women. Many experiments are under way in these countries with the aid of Unesco.

MAG 36. "Pour ou contre le bilinguisme au Maghreb?" (For or against Bilingualism in the Maghreb countries?) Jeune Afrique No. 480 March 13, 1970

A debate on "National Culture and Bilingualism" was attended by writers, artists and university lecturers.

The debate can be summarized by the following four points:

1) Political implications and Social Reality of Bilingualism in the Maghreb: One of the accusations was that these countries were sliding from a "policy of cooperation" to a "political cooperation" with regard to France. It was also implied that the bilingualism concerned here does not mean that French and Arabic are equal, but disguises the fact that French has the upper hand.

2) Value of the Arabic Language: Does Arabic meet 20th century requirements? Part of the audience believed that it was an outmade language of poets, but the rest of the audience, however, argued that Arabic once used to be the language of Science and international communication and that its actual poverty was only due to reparable internal decadence, worsened by colonialism.

3) The language itself is of no consequence; it is the content that matters. Georges Labica (Lecturer at Nanterre) believes that it is impossible to raise a dialect to the level of a cultural language, but that what counts most is the progressive content of the language in question. This opinion was contested as it implies the pre-eminence of French over Arabic. Therefore Arabic has to be modernized.
4) Modernizing Arabic : If Japanese, Korean, Chinese and Hebrew can be modernized, so can Arabic. This can be achieved by political revolution, by the will of the nation, and with the aid of [illegible] education, radio and the press.

M 37. "Le Français, pourquoi faire?" (French- What For?) by David Daune. Maghreb No. 37 January 1970

In Morocco, the teaching language, French, in secondary schools and at the French Cultural Center is French. Secondary education employs 7,000 French teachers for 250,000 pupils. At primary school, these pupils were given an arabized education with 20 hours out of 30 devoted to Arabic and 10 hours to French. Secondary education, however, is entirely in French, with the exception of a few, scattered attempts to teach certain subjects such as history in Arabic. The French University and Cultural Center (MUCF) in Morocco disposes of 1,000 French teachers for 15,000 young Moroccans throughout primary and secondary education. Most of these young people are the children of wealthy families or of civil servants.

Thus French culture, which has been spread for many years by thousands of highly paid French teachers, may produce very bitter results. It would have been a much better long term policy to arabize the Moroccans instead. Sooner or later they will have to return to their origins and cease to imitate models created for and by others, for it is only then that the Moroccans will find the psychological balance which is the basis for a stable community.

T 38. Mr. M'zali: "La langue française est un moyen de contact avec le monde extérieur". (The French language is a means of communication with the rest of the world). La Presse May 8, 1970

While answering various questions at the end of a press conference Mr. M'zali stated that the government wished to economize on education without, however, being any the less democratic. This could only be achieved by dispensing with bad pupils and by ensuring that the teaching staff is Tunisian. The minister reminded the journalists that a foreign teacher costs the State three times as much as a Tunisian teacher. Therefore a reduction in the number of foreigners, will enable the salaries of Tunisians, to be increased.

Finally, Mr. M'zali informed the journalists that the National Commission on Education had decided not to introduce French during the first year at primary school: there were not enough qualified Tunisians and that the 3,700 monitors taken on for this purpose last year were not up to the standards required. Mr. Mzali duly recognized the significance of French as a means of communication with the outside world, but equally stressed the importance of each Tunisian having a profound knowledge of his own language, Arabic.

T 39. "M. M'zali: traite des problèmes de l'enseignement devant le congrès de la cellule d'El Ksour". (Mr. M'zali deals with educational problems before the congress organized by the cell La Presse March 22, 1970

During a speech given before the Congress, Mr. M'zali announced that the number of pupils qualified to enter secondary schools will be reduced and that fewer schools will be built, without, however modifying the democratic procedure which is followed in the field of education.

A 40. "4ème jour du séminaire sur la formation et le développement". (4th Day of the Seminar on Training and Development) El Moujahid January 9, 1970.

The aims of the system to be set up are political and social: the masses have to be trained and this can only be done by making them literate, and by giving them democratic, Arabic education. The outcome of this will be a new man, a socialist man and an economic finality.

Socialist orientation and the choice which requires a basis in national scientific research calls for a system adapted to the country's needs. This system is to enable the following aims, among others, to be realized.

a) A scientific and technical option, the quality of training experiments and research linked to development, the training of teachers and the formation of Technical colleges which have been called "exceptional means to exceptional ends". Criticism, research, experiments and technical innovations must be permitted.

It should be recalled that the Commission on Education and Training recommended that trained personnel be able to perfect their knowledge, by being constantly in touch with technical evolution.

L 41. "Teachers Informed of Vital Needs for Scientific Advancement" Cyrenaica Weekly News, November 30, 1969

Col. Mu'amar Qaddafi, the Chairman of the Revolutionary Council, emphasized at an open meeting with secondary school teachers in Tripoli last Friday night, that the Libyan Arab Republic would continue its policy of liberation both at home and abroad.

He announced the Revolutionary Council was now preparing extensive plans for economic and social reforms in Libya and that it was also determined to liquidate foreigh military bases with the full cooperation of the Arab States, in order to restore the rights of the Palestinian people.

He asked the students to build up their scientific knowledge in order to develop their country and raise it to the level of advanced countries. He stressed the State's interest in education and in all the sectors which would further the development of the country.

42. "Augmentation Générale des Effectifs Scolaires du Second Degré" (General Increase of the Number of Students at Secondary and Technical Schools). Maroc Documents March 1969 No.5.

Old and new establishments for secondary and technical schools were able to accomodate 260,000 students for the school year 1968-69, whereas the total number of students attending secondary schools (private schools included) was 286,000. 51,413 new pupils attended this year observation classes out of which 28.63% were girls. 1000 new pupils were admitted in the first year of secondary education (the French type).

There are 223,998 pupils between 6th and 8th grade and 26,854 from 9th to 12th grade.

M 43. "Nouvelles Constructions pour l'Enseignement Secondaire et Technique" (New Buildings for Secondary and Technical Education). Maroc Documents March 1969.

The program for the building of new establishments includes 324 new establishments for classrooms, laboratories and five administrative units, scattered throughout the country. This program has been devised according to a thorough study relative to the needs of provinces in relation to the number of students enrolled and school-age children. The cost was evaluated at 913,500,000 Francs. The construction program will be supervized by central and local authorities.

M 44. "La Situation de l'Enseignement Secondaire au Maroc" (Conference de Presse donnée par M. Kacem Zhiri, Ministre de l'Enseignement Secondaire et Technique, le 17 Octobre 1968). (The situation of Secondary Education in Morocco). A Press Conference given by Mr. Kacem Zhiri, Moroccan Minister for Secondary and Technical Education, on October 17, 1968.

The budget of the Ministry for Secondary and Technical Education is 22 billion 700 million Francs, that is to say 39.2% of the total amount allocated to the Ministry of Education.

260,000 pupils have been registered in secondary and technical schools for the school year 1968-1969, out of which a quarter are girls.

There are 5,969 classrooms; there are 7,000 hours of work per year as against 6,444 hours for last year.

M 45. "Chronique sociale et culturelle: l'enseignement" (Social and Cultural News: Education). Annuaire de l'Afrique de Nord TV11, 1968 p.278.ff.

The government policy on education is still constantly critized by the opposition. In a speech given before the Istiqlal party, Mr. Allal Al Fassi, repeated once more that he was against the French influence in the history · philosophy and literature as taught in Secondary schools, and asked that these courses should be given a purely Islamic, Moroccan and Arab label.

At the beginning of the term 1968-69 the Party's newspaper (Al Alam) defended the position of students who had a purely Arabic education as they had great difficulty in entering Higher Education. Only 20 of those who took the traditional Moroccan "baccalauréat" were admitted to Teacher Training College; The Arts Faculty and The National School of Administration refused to accept them as their knowledge of French was insufficient.

These difficulties are not new, but the contradiction of training young people according to methods which will make them unproductive at a later date can only develop consequences which will be more and more disastrous.

A 46. "Prévisions globales en matière d'éducation: II. Second degré (Overall Forecast for Education-Secondary). El Moudjahid January 29, 1970

According to the Four Year Plan, over 400,000 boys and girls will attend secondary schools.

By 1980 this figure will increase to close to one million; the number of high school graduates will increase from 3,000 in 1970 to close to 10,000 in 1974 and about 35,000 in 1980. But even more important than this will be the achievement of equal distribution of pupils between general education and technical education, which was started this year and will be effective by 1977-78. The number of pupils in the second cycle by then, will represent one third of secondary education.

According to the plan the number of teachers will increase from 8,000 in 1969-70 to 18,000. By 1980, 40,000 teachers will be required. The effort required is therefore considerable, and the introduction of the means offered by modern teaching technology is necessary in at least certain disciplines in order to compensate for the lack of qualified teaching personnel.

T 47. "Une précision du Ministère de l'Education" (Fuller information given by the Ministry of education). La Presse March 24, 1970.

With reference to the speech given by the Minister of Education on March 21, 1970 it has been pointed out that the number of pupils to be admitted into Secondary School will not be reduced as such, but nevertheless, particular attention will be given to the pupils' averages in the entrance examination into Secondary, as the quality of the studies has to be improved so as to obtain the trained personnel required by the country.

Vocational Education

A 48. "Les Instituts de Technologie face aux besoins de cadres du pays" (The Institutes of Technology in the Regard to the Need for Trained Personnel). El Moudjahid August 16, 1969.

The first step will be to look for and apply measures which will improve the output, on a short and medium term basis, of the already existing system of education and of training.

The second step will be to introduce by 1970 a system (Institutes of Technology) so as to meet the critical situation that the

country is facing with regard to its need for skilled labor, personnel and technicians.

This step must only be cons dered as a means to an end. Once the situation has been brought back to normal (about 1976) the Institutes of Technology will be replaced by usual means of training.

A 49. Les "Technicians" (The "Technicians") Jeune Afrique no. 485 April 25, 1970.

The "Technicians" or National Technical Education Centers will open in October 1970. These centers will train technicians in every field required within the Four Year Plan. Students having been admitted to the third year of secondary education will enter as first year students; those now in the fourth or fifth year of secondary education will enter as second year students. The introduction of the "technicums" is to lead to the dissolution of the technical high schools in 1972.

A 50. "500 élèves ingénieurs ont commencé leurs études à l'Institut technologique agricole de Mostaganem" (500 agricultural student experts have started their studies at the Institute of Agricultural Technology at Mostaganem). El Moudjahid January 19, 1970.

500 student agricultural specialists have arrived at the . . ... Institute of Agricultural Technology. They were then sent out to the various self-managed estates, no further than 100 km. away from the center. During the next eight weeks these students will be able to inform themselves on practical matters before starting their theoretical studies at the Institute itself. This method will also enable them to detect the existing deficiences in each estate so as to be able to solve them eventually by adequate methods.

It has been estimated that by 1978, 4,000 to 5,000 practical agricultural engineers will be needed particularly in the self-managed estates, if the production target is going to be achieved. Therefore it was of utmost importance to assemble as quickly as possible a first class of 500 student engineers.

M 51. "L'Enseignement agricole au Maroc" (Teaching of agriculture in Morocco) Jeune Afrique October 1, 1969.

M 51 "L'Enseignement agricole au Maroc" (Teaching of agriculture in Morocco)

Jeune Afrique October, 1 , 1969

Degree	Centers	Conditions for enrolling and obtaining degree
Agricultural engineers	The National Agricultural Inst. Hassan II, at Rabat	Level: "Baccalaureat" Mathematics 6 years of studies
Practical engineers	National Agricultural School at Meknes	Level: "Baccalaureat" Mathematics or Applied Sciences 4 years of studies
Technical agric. assts., zootechnicians and vets., topographers, foresters and rural engineers	The Ag. Sch. Xavier-Bernard at Illouizia. The Ag. Sch. at Souihla and Rafeb. Horticultural Sch. at Meknes. The Royal Sch. for Breeding of Fouarat, at Kenitra. The Sch. for Rural Engineering and of Topography at Meknes. The Royal Sch. of Forestry at Sale.	Entrance examination for pupils who have completed the fifth year of secondary school 2 years of studies. Age: from 18 to 22.
Tech. ag. agents, topographers foresters and agriculturists.	Training centers for tech. agents at: Sahel Boutahar, Chaouia, Tiflet, Fouarat (topography). Training Center for agriculturists at El Koudia (Rabat).	Entrance examination for students who have completed the third year of secondary school. One year of studies.

T 52. "La capacité des institutions de formation professionnelle et extra-scolaire passera à 23,000 en 1970 et à 30,000 en 1971 (The Capacity of Professional and Extra-curricular Training Will Increase from 23,000 in 1970 to 30,000 in 1971). La Presse April 24, 1970

One of the main problems in Tunisia is that of pupils who leave primary school (70,000) or who leave during the first cycle of secondary (20,000) and that unfortunately only 19,400 pupils can be admitted to schools which will give them an adequate training. This means that there are 70,000 pupils who cannot obtain training. Besides this, all those who leave school before the age of 17 and who have not reached at least 5th grade are not entitled to this professional training. Therefore only 80% of these young people can enter these schools, which means that the number of places has to be increased and other measures have to be taken.

1) To reduce to a minimum the number of pupils who leave between 1st and 4th grade.
2) To facilitate the integration into professional life without training which could be done with the help of vocational subjects given during the last two or three years at primary school.
3) To apprentice as many as possible in traditional crafts.
4) Finally to use the civil service so that production should be reconciled to the training of the worker and of the citizen.

Two fields are particularly favorable to these methods: agriculture and building.

In agriculture land would be allocated to young people who would be under the supervision of instructors. As for building, one could link professional training to the building of low income housing. Part of these programs could be entrusted to the civil service which would thus train its young people and ensure a regular production.

Owing to this action, the capacity of training institutions which at present can only cope with 16,900 young people will increase to 23,000 in 1970 and 30,000 in 1971 ie. 87% of boys who leave school during the first cycle of secondary school.

T 53. "La recherche, l'information et la formation, bases d'une agriculture moderne" (Research, Information and Training are the Bases of Modern Agriculture). La Presse April 16, 1970.

For agriculture to be successful, three factors are required: research, information and training. With regard to the latter a tremendous effort has been made since 1956. Agricultural education is given as follows:

1) The training of highly qualified experts at the Faculty of Agriculture.
2) The training of agricultural technicians at the Argicultural High Schools.
3) Professional training in various centers intended to prepare young people for agriculture as a profession so that they should be receptive to progress.
4) Refresher courses.

T 54. "Crédit suisse pour la formation de techniciens forestiers en Tunisie" (Swiss Credit for the Training of Foresters in Tunisia)
La Presse February 12, 1970

The Swiss Government has granted 180,000 dinars for the training of foresters. A School for Foresters will be built at Sedjenane, which will be able to train 25 Tunisian forestry technicians per year.

Tunisia estimates that 500 specialists will be required within the next ten years.

T 55. "La Jeunesse et l'Agriculture" (Youth and Agriculture)
La Presse March 23, 1970.

Though agriculture is one of the principal resources of Tunisia it is at the same time the sector which has the fewest trained people. Most agricultural workers are illiterate and have no technical training.

Since Independence, however, the government has done everything in its power to develop agricultural education, which had been up to recently frowned upon both by parents and students, as it was considered as being rather degrading.

But the problems have yet to be solved: Though it is not possible to give to all the agricultural workers a technical training, it should be possible to organize vast campaigns on modern methods for the cultivation of land. But it is obvious that the country's best bet is to instil into young people the love of the land and to try to make as many as possible follow an agricultural training. However, due to the fact that up to now there have not been enough agricultural experts, these have got involved in paper-work without actively participating.

So now the government has adopted a new agricultural policy by which agricultural experts will be able to cultivate much of the land in Tunisia. What matters is not the fact that one is born into a family of agricultural workers, but the fact that one has the education, experience, competence, knowledge etc.....

L 56. "Libyan Officials for Management Course in U.S.A."
Cyrenaica Weekly News, March 8, 1970

Two senior Esso Libya employees, both of whom completed their graduate work on Esso scholarships in the U.S. in 1965, have left for the United States, where they will attend a four month petroleum management training program given by the Arthur D. Little Inc. company in Cambridge, Massachusetts.

The program began on February 16, 1970, and is designed for advanced management students. It is an intensive program combining the academic, technical and practical aspects of petroleum management, and will include 300 hours of teaching given by the professional staff of Arthur D. Little Inc., supplemented by professors from Harvard Graduate School of Business Administration and the Massachusetts Institute of Technology.

L 57. "Denial Over University Control from Beida Rumor".
Cyrenaica Weekly News November 30 1969.

The Prime Minister, Dr. Mahmoud Suleiman Moghrabi, has denied recent rumors concerning the transfer of all university activities

from Benghazi and Beïda to Tripoli.

In his reply to a question by the Libyan News Agency, the Premier said that these rumors were completely unfounded and that the government did not intend to transfer the administration of the Libyan University nor its Faculties from Benghazi to Tripoli.

The same applies to the Islamic University which will remain in Beida. Also the administration and Colleges of the Libyan University will remain, as they are, in Benghazi. The Prime Minister pointed out that there were many new buildings especially for the Islamic University at Beida.

The government is determined that these buildings should be used and has decided to transfer the Institutes of Higher Studies and Missions belonging to the Islamic University from Jaghboub to Beïda once the necessary buildings for them have become available.

L 58. "Students told of vital need for Scientists". Cyrenaïca Weekly News, February 1, 1970

Major Bashir Hawwadi, member of the R.C.C. and Minister of Education and National Guidance told University Students in Benghazi that the September 1st Revolution had as goals: freedom, socialism and unity.

It is a revolution in favor of science and work, and therefore we have to consider science objectively: "We have to constantly acquire knowledge", he added.

"We must regard science as the only means of progress since Israel is also attacking us through science and education. We have to achieve this major objective first and then turn to other problems facing us," the Minister said.

Major Hawwadi greeted the university teaching staff and paid tribute to them "As they are scholars first and then ordinary men". "We have to remember that we must build and create but how could we do this without securing science which is indispensable for our confrontation".

L 59. "Libyan Leader Conducts Lively Dialogue with University Student Body" Cyrenaïca Weekly News November 9, 1969

The chairman of the Revolutionary Command Council, Col. Mu'amar Qaddafi, attended a large student rally held at the Libyan University of Benghazi where an open dialogue took place between the leader of the Revolution and the students concerning the principles and policy of the Revolution in cultural, social and economic fields.

This meeting took place following the student conference held in the morning during which several resolutions were adopted calling on the Revolutionary Government to complete the political libera - tion.

In its resolutions the Conference demanded the re-organization of the students' sector within the framework of the general Federation of the Libyan students to play its vanguard role with the help of other popular organizations in protecting the achievements of the Revolution.

It also demanded the modification of the laws and legislation in force in the libyan University faculties; that student grants should be equalized; that students should be given an opportunity

for scientific research and continue to be sent abroad to study in Western or Eastern Universities.

A 60. "Prévisions globales en matière d'éducation: III Enseignement supérieur" (Overall forecast for education: III Higher Education) El Moudjahid January 30, 1970.

As was forecasted, 25,000 students will be attending university by 1973 and 100,000 by 1980. For 100,000 inhabitants there are 77 enrollments and this should increase to 530, a rate comparable to that reached by the Federal Republic of Germany in 1960 and 1964.

So as to cope with this expansion new buildings will be needed and others extended:

- Extension of the University of Oran.
- The building of a University in Constantine which will be attended by 8 to 10,000 students.
- The building of a Science Faculty at Algiers for 6,000 students.
- The building of a Medical Faculty in Algiers for 4,000 students.
- The building of the E.N.S.E.T. in Oran (Higher National School of Technical Studies).
- The building of a Veterinary College in Algiers.
- The building of three Architectural Colleges in Algiers, Oran and Constantine.

It is forecasted that by the end of the Four Year Plan the number of teachers will have increased from 737 in 1968-69 to 1990.

T 61. "Création de l'Office National des Oeuvres Universitaires" (The Creation of a National University Service). La Presse March 13, 1970

On the 10th March, 1970 a National University Service was created which will ensure that students live and study in good conditions. Also it will centralize and administer the grants for higher education; it will supervize the building of university centers and will look after student accomodations in Tunisia and abroad. Finally it will promote medical assistance for students.

The Director and Committee of the Office will be selected by the Minister of Education.

T 62. "Mr. Mzali pose les premières pierres de deux bâtiments universitaires" (Mr. Mzali lays the first stones for the Two University Buildings). La Presse April 10, 1970

Mr. Mzali, Minister of Education, inaugurated the erection of two new buildings: the first building will be a new center for 680 students which will open in January 1971 and will include meeting and lecture halls and a sports field; the other building will be a dining hall for 600 students who thus will not have to commute unnecessarily.

T 63. "Homologation en France des études Médicales faites à Tunis" (France recognizes the Equivalency of Medical studies in Tunis)
La Presse April 23, 1970

The Higher Education Council of National Education in Paris has agreed that medical studies in Tunis for the year 1968-69 be considered equivalent to those in France.

Therefore students who have passed their exams in the Faculty of Tunis will be able to enroll in the following year at a French Medical Faculty.

M 64. "10,000 médecins de plus" (10,000 More Doctors)
Jeune Afrique no. 485 April 25, 1970

190 doctors attended a meeting organized by the Minister of the Health Service, Dr. Belmahi. During this meeting it was agreed that by 1985 between 6,500 and 10,500 new doctors would be needed.

Therefore a second Faculty of Medicine will have to be open within the next four or five years. Suggestions were also made with regard to the teaching of medicine, as it was felt that Moroccan doctors should be more closely involved. Already some are preparing to close down their practices so as to dedicate themselves to teaching.

M 65. " Une université à Tanger" (A University at Tangier)
Jeune Afrique no. 475 February 10, 1970

One of the concrete realizations of the American Chamber of Commerce of Morocco to re-enforce Moroccan-American ties in the University of Tangier which will open in 1971 and will train from 300 to 400 students per year for commercial and economic activities.

M 66. "Les étudiants réclament une démocratisation et l'autonomie de l'Université" (Students require the Democratization and the Autonomy of the University). Le Monde February 26, 1970

The National Union of Moroccan Students (UNEM) demands mainly that the University should be democratized and made autonomous. According to this Union, as the university structures stand at present, there can be no real cultural independence. They also question the "submission" of modern higher education to French education: education as such is disintegrating and Frenchifying itself rapidly. The UNEM wants Moroccan education to be generalized, unified and Arabized and reproaches the leaders of their country for having "repudiated a popular yearning". Besides these claims, they would like the freedom of their union to be respected, students in prison to be released; they also request that police no longer engage in surveillance of the UNEM Center and its leaders. Finally they would like to take part in the progressive reform of education.

ADULT EDUCATION

T 67. "La perception et la motivation chez l'adulte analphabète tunisien" (Perception and Motivation in the Adult Tunisian Illiterate- an Interview with M. Taoufik Rabah) La Presse August 15, 1969

Mr. Taoufik Rabah, a Unesco expert, has successfully presented his thesis on "Perception and Motivation in the Adult Tunisian Illiterate". In an interview, he described the conditions and results of his research. The preparation for his thesis lasted four years, and his results are based on a thousand illiterates from all over the country. Mr. Taoufik explained that he chose this subject for his doctorate after having collaborated with the State Campaign against Illiteracy in 1964. He had noticed a certain disinterest and lack of motivation in the adult pupils, and this led him to study the problem more deeply. His research revealed that the principal motives for adults attending lessons are (1) to affirm authority over their family and be able to help their children (2) to obtain better employment and higher salary (3) to learn French (4) to gain political responsibility (5) to improve their general culture (6) to further their religious faith. The motives tend to be most highly developed in women, for whom the lessons are a pleasant change of routine, and also in the more deprived regions in the South of Tunisia. Mr. Taoufik's research also revealed that adult education often disorganizes family life, and that adults are frequently embarrassed by the lessons and would prefer to have them anonymously. He concluded by commenting on the psycho-pedagogical part of his thesis, where he states that teaching methods are not generally based on adult psychology and are therefore insufficient.

T 68. "L'Alphabétisation dans l'entreprise" (Helping Illiterates in Business Enterprises) La Presse August 15, 1969.

In Tunisia companies play an important role in the campaign to educate adults. This is not charity, but an economic effort with appreciable returns, for experiments made abroad show that the earning capacity of a literate worker increases by 17%. Harvard University is making a study of the economic earning capacity of social education in Tunisia. Committees within the enterprises establish a program of education based on the model prepared by the Office of Social Education. It is recommended that lessons take place after office hours, and that diligent workers should be encouraged by promotion. Besides its important role in the anti-illiteracy campaign, the Office of Social Education also ensures the training of qualified personnel at the National Center at Khanguet Hajjej, which receives trainees from every country in the Third World.

A "Enseignement, et Plan Quadriennal, l'Opération "alphabétisation d'un million d'adultes" débutera prochainement". (Teaching- The Four-Year Plan to make a Million Adults Literate Will Begin Soon). El Moudjahid March 10, 1970

A training-period in Arabic, under the direction of Algerian specialists and Unesco experts, was held at the National Center of

the Anti-Illiteracy campaign from the March 10-27, 1970, to train teachers who will help agricultural workers to become literate. The program to combat illiteracy was tested for a year in Staouéli, and should now be extended to the plains of Ben Namoussa and Oran. Thanks to the four-year plan, this program should soon spread to both agricultural and industrial sections of society, and, as forecasted, a million adults should benefit.

T 70. "L'Action Educative sera généralisée à tous les analphabètes tunisiens" (Educational Action Will Be Generalized to Include All Tunisian Illiterates) La Presse August 15, 1969.

According to statistics taken in 1966, there are 2,075,000 adult illiterates in Tunisia, more than two-thirds of the adult population. Such a high proportion of illiteracy is a serious handicap to the country's development, and Tunisian policy is to raise the intellectual level of the people to further a general, economical, social and political recovery. After Independence, priority was given to the education of children, as only 10% attended school. This figure has increased between 75 to 80%, and the State can concentrate on its next objective, the illiterate adult population. The Office of Social Education, directed by Mr. Abdelhak Lassoued, is supervising a 15-year plan of action, from 1966-1981, which should help one million adults to become literate.

TEACHER TRAINING

M 71. "Les centres régionaux de perfectionnement" (Regional Centers for the Improvement of Teachers). Maroc Documents No.5 March, 1969

The Ministry of Primary Education in Morocco has created five regional centers for the improvement of teachers in Tetouan, Fez, Rabat, Casablanca, and Marrakech. These centers will accommodate 600 temporary teachers, who will receive general and pedagogical training for one year from an experienced staff. At the end of the Five Year Plan, the number of students will have increased to 6000.

M 72. "La formation des cadres" (The Training of Educational Staff) Maroc Documents 1969

In Morocco the Five Year Development Plan has given absolute priority to the training of Educational Staff.
The main points are:
(1) New regional colleges able to accommodate greater numbers of teachers will be opened;
(2) Regional centers for the improvement of temporary elementary school teachers will be created;
(3) Pedagogical departments will be created in secondary education establishments, for the training of qualified teachers;
(4) In the future, teaching staff will only be recruited from the Regional Teachers' Colleges.

M 73. "Déclaration de M. Mohamed El Fassi, ministre d'Etat marocain chargé des Affaires Culturelles et de l'Enseignement original" (Declaration made by M. Mohamed El Fassi, Moroccan Minister of Cultural Affairs and Basic Education). Marchés Tropicaux et Méditerranéens no. 1272 March 28, 1970

The French University and Cultural Mission (MVCF) "works continually to consolidate our cultural relations, thus helping to strengthen Franco-Moroccan friendship," declared M. Mohamed El Fassi, the Moroccan Minister of Cultural Affairs and Basic Education on March 19, when he inaugurated a teachers' training-period for 60 Moroccan teachers under the direction of MVCF specialists. The aim of this training-period was to make basic education more profitable, and capable of satisfying Morocco's economical and social needs.

M 74. Sections pédagogiques (Pedagogical Departments) Maroc Documents no. 5 March 1969

One of the main events which characterize the school year 1968-9 in Morocco is the creation of 15 pedagogical departments to train qualified teachers who will teach in secondary schools.

In the first year there are 580 student-teachers whose vocational and general training will last three years. The number of student-teachers will increase to 1,600 in the years to come.

The total number of student teachers being trained in the school year 1968-9 is 3,000, besides temporary teachers who are being prepared for their diploma by correspondence courses organized by the Ministry of Education.

M 75. "Les Ecoles régionales d'Instituteurs" (Regional Colleges for Primary School Teachers) Maroc-Documents No.5 March 1969

During the school year 1968-9, Morocco's 15 regional Colleges for Primary School teachers had 1,750 student teachers, as opposed to 1,200 in the school year 1967-8. This number is expected to increase to 2,000 in the school year 1969-70.

T 76. "Comment acceder à l'Institut des Hautes Etudes Cooperatives et Commerciales". (How to Enter the Institute of Higher Cooperative and Commercial Studies). L'Action August 28, 1969.

The Institute of Higher Cooperative and Commercial Studies trains staff to work in cooperatives, commercial and industrial enterprises and administration. The teaching aims to give students a good general education and knowledge of business affairs, and prepares them to enter the business world immediately. There are three compulsory probation periods during the course, the first in a bank, the second in a commercial or industrial enterprise, and the third is based on the student's speciality. Candidates for the Institute's entrance examination must be 24 years of age and have the Baccalaureat or an equivalent diploma.

TEACHING AIDS

A 77. "La bibliothèque municipale d'Alger: un taux de fréquentation de 150 à 200 personnes par jour, 61,625 ouvrages dont 8,088 en langue nationale" (The Municipal Library at Algiers: an Attendance of 150 to 200 People a Day, and 61,625 Books with 8,088 in Arabic) El Moudjahid January 23, 1970

The library consists of a large reading room and children's room as well as the main body of the library. It was first opened in 1963, with 11,066 adult readers and 9,603 children. After being seriously damaged by an O.A.S. bomb, the library was able to re-open in 1964, after a year's restoration work. There are thirteen subsidiary libraries at Algiers, which receive new books from and are directed by the Central Library.

T 78. Notes de Lecture - "De la pédagogie" de Mohamed Nacef. (Reading Notes - "About pedagogy" by Mohamed Nacef) La Presse March 12, 1970

The "Maison Tunisienne d'Edition" (Tunisian Printing House) has recently produced a new pocket collection called "Savoir" ("Knowledge") which will publish scientific and cultural texts in a price-range accessible to the general public. The latest work in this series is "About Pedagogy" by Mohamed Nacef, a regional inspector of primary education and Professor at the Ecole Normale d'Instituteurs (Teachers' Training College). The author summarizes, in a clear, concise style, various methods of teaching and pedagogy and discusses language and its role in culture and literary expansion. The collection "Savoir" will help the general public to become better acquainted with Tunisia's cultural heritage.

T 79. "M. Bali Ladgham: Nous avons toujours cherché à réaliser le renouveau moral". (M. Bali Ladgham: We have always sought to bring about a moral revival) Speech by M. Bahi Ladgham at the main Tunis Mosque on the eve of Mouled. L'Action May 19, 1970

In his speech M. Bali Ladgham, the Tunisian Prime Minister, spoke of the importance the government has always attached to religious principles, and that the main concern of the state would continue to be the safeguard of the growing generations spiritual education. He quoted a speech by President Bourguiba, in which the head of State had warned that Tunisia's material progress might make her neglect religious values, and that to counteract this danger, to which the young were so susceptible, the Friday prayer should always be observed. M. Bahi Ladgham emphasized the important role played by the parents, who are responsible for their children's basic moral training, religious faith and discipline. After the child's initial education in the family circle, the schools take over and maintain the religious and moral training. The State, convinced of the value of religious ethics, also guarantees the continuation of religious teaching at University, thus forming the elite needed to fulfil intellectual and religious functions in a Moslem society. The Prime Minister concluded that the Government felt the urgency of proving to the young that today religion can be compatible with scientific and social progress.

L 80. "Les enseignements théoriques et religieux" (Theoretical and Religious Instruction). Annuaire de L'Afrique du Nord (North African Annual) TV11, 1968.

Education plays a vital role in the construction of the new Libya. The Libyans realize the problems of having a small population in a large country, and know that to remain their own masters they need a high level of theoretical and technical training. The Koran also instructs all good Moslems to further their education. At the present time Libya has to import large numbers of foreign experts, teachers, and technicians, but hopes to reduce these numbers soon, and thus avoid the spread of a neo-colonialism which she would pay dearly.

M 81. "La culture et la Religion" (Culture and Religion) Annuaire de L'Afrique du Nord TV11 1968

The fact that the Moroccan monarchy is "sherif" has a bearing on XX century Moroccan policy. For his people the King is not only a Head of State but also a religious leader, and to neglect this would compromise the very basis of his authority. This is doubtless the real reason behind the "Operation-Koranic Schools" launched by a royal speech on October 9th. In Morocco children only go to primary schools at the age of 7, and these Koranic schools, catering for children between the ages of 5 and 7, will educate the children until then. From now on, no Moslem child will be admitted to a primary school if he has not already spent one or two years in a Koranic School. The RTM Commentary said "the aim of the education the children will receive in these schools is to form the personality of the Moroccan citizen as it should be, that is to say with faith in the Lord and the national spiritual and religious values".

M 82. "Sa Majesté Hassen II lance l'operation "l'ecole coranique"." (His Majesty King Hassen II Launches the Operation "Koranic Schools") Maroc Documents No. 5 March 1969

On October 9, 1968, King Hassen II presided over a meeting concerned with the beginning of the operation "Koranic Schools". His Majesty explained the main points of this operation to officials of the Ministry of National Education. The schools aim at providing children with a civil and religious education, based on the principle that "Moral and religious education are the basis of culture." In Morocco a Koranic School plays the part of a kindergarten. Children are admitted between 5 and 7 years of age, and the 6 hours' teaching a day is free. The children learn the alphabet, simple arithmetic, and the Koran. Teachers are chosen according to their efficiency and pedagogical training, and the programs taught are prepared by the Ministry of Primary Education.

ARTISTIC EDUCATION

T 83. "M. Mzali: La jeunesse actuelle a des ambitions constructives". (M. Mzali: Present-day Youth Has Constructive Ambitions). Speech made at the close of the 5th Schoolchildren's Festival at Sousse. La Presse March 24, 1970

M. Mohamed Mzali, Minister of National Education, Youth and Sports, presided over the closing ceremony of the 5th School - children's Festival at Sousse on March 23. More than 1,000 participants from all over the country had taken part in the literary, artistic, and sporting events organized during the festival. In his speech the Minister emphasized the Tunisian Government's special interest in youth, and that their policy of combining studies with general culture and sports formed young people sound in mind and body. He added that the festival had revealed the creative spirit of Tunisian youth, which would guarantee the country's progress in the modern world.

T 84. "Les enfants tunisiens participent au 'Concours européen des meilleurs dessins d'enfants'". (Tunisian children participate in the "European Competition for the best children's drawings"). La Presse March 24, 1970

Encouraged by UNICEF, Tunisia is participating in the European competition for the best children's drawings. Children under 15 years of age from 19 countries in Europe and North Africa will take part in this competition, submitting drawings on the theme "friendship between children from all over the world". The closing date for entries is June 15, and the finals will take place in Paris on September 15. Prizes include a journey to New York, visiting the United Nations and UNICEF, trips to Africa and Asia, and trips in Italy, Spain, Ireland, Yugoslavia and France.

SPECIAL EDUCATION

A 85. "International Conference on Psycholinguistics" La Presse March 16, 1970

On March 16, 1970, Dr. Ahmed Taleb, the Algerian Minister of National Education, opened an International Conference of Psycholinguistics at Algiers. Tunisian, Algerian, French and Swiss research workers attended this conference, which lasted until March 22. Its aim was to assemble the maximum of information known about this relatively new science.

M 86. "Colonies de vacances (Summer Camps) Maroc Documents No.5 March 1969

The budget for the Ministry of Primary Education's Summer Camps is 450,000 dirhams, that is to say 4,500,000 French francs. During 1968, 6894 young people enjoyed their summer vacations in these camps, and, thanks to the support King Hassen II gives to these organizations, 6,000 more pupils can be accommodated.

T 87. "La colonie de vacances: un cadre idéal pour le bien-être de l'enfant (Summer Camps-the Ideal Place for a Child's Well-being). L'Action August 28, 1969

Summer camps accommodate about a hundred children at a time, or more and last three to four weeks. The staff are highly experienced and responsible, and the children's safety is all-important. The children are divided into groups of twenty, supervised by two tutors who are always present during meals, excursions, handicraft lessons, etc. The treasurer of the camp is responsible for arranging wholesome menus rich in vitamins. Mr. Boubaker Memmi, treasurer of the Hammam-Lif holiday camp and headmaster of the Beni-Metir Primary school, said that the expected expenditure per child should not exceed 250 millimes, enough to provide a child with a nourishing meal. There is also a cooperative shop in every camp to provide cakes and drinks at low prices.

T 88M. Mohamed Mzali "Le sport scolaire constitue le creuset pour l'épanouissement véritable du sport en Tunisie" ("School Sports are the Cradle for the Real Expansion of Sports in Tunisia"). Speech made by M. Mohamed Mzali at the closing ceremony of the school and University finals. La Presse March 24, 1970

5000 young people were present at the closing ceremony of the school and university finals, presided over by Mr. Mohamed Mzali, Minister of Education, Youth and Sports. In his speech the Minister praised the enthusiastic participation, and noted that the sports had united over 30,000 students representing 450 sports associations. Since Independenc, Tunisia has made every effort to assure the continual development of sport in the country's schools and Colleges. The Minister concluded that his Department aimed to stimulate school sports more and more, since the combination of physical fitness and intellectual expansion lead to a rational and healthy outlook in the young.

COOPERATION

MAG 89. Review of: "Mutations Culturelles et Cooperation au Maghreb" (Cultural Changes and Cooperation in the Maghreb) Jeune Afrique January 12, 1970

"Cultural changes and cooperation in the Maghreb", edited by the National center for scientific research, is a series of studies devoted to the socio-cultural evolution of Maghreb countries. A short text by Charles Debbasch deals with the psychological implications of cooperation, the complexes created when one country provides aid and the other receives it without being able to offer any real counterpart. A study by Noureddine Sraïeb affirms the need for cooperation between the Maghreb countries, and other texts discuss Franco-Maghrebian cultural cooperation and cooperation at the Algiers Faculty of Law. One of the concluding remarks in the

book, that "it is to be hoped a policy of cooperation will eventually succeed political cooperation", indicates the difficulties that exist between an independent country and its former colonizers.

MAG 90. "Ouverture à la Bourse du travail du séminaire international sur "l'alphabétisation fonctionnelle"." (The Opening of the International Seminar on the Fight Against Illiteracy at the Labor Exchange). La Presse May, 19, 1970

The International Seminar on "the Fight Against Illiteracy" opened at Tunis on May 18, presided over by M. Abdessattar El-Ajmi, chief of staff for the Minister of Social Affairs. Thirteen countries participated in this seminar, which was held under the auspices of UNESCO, and lasted two weeks. In his opening speech, M. Abdessattar El-Ajmi declared that although developed countries were now enjoying an era of great abundance, two-thirds of humanity were still in want, which leads to a dangerous lack of balance in the world. This was revealed by the explosive growth of under-rated workers in developing countries fighting to achieve social and economic progress. The Minister concluded that Tunisia, for her part, had always striven to promote man, and the government's fight against illiteracy helped to develop their citizens' abilities to the full.

91. "Des enseignants français manifestent devant les services de la mission culturelle". (French Teachers Demonstrate in Front of the Cultural Mission). Le Monde March 14, 1970

300-400 French "coopérants", answering an appeal from the Federation of French teachers in Algeria (FENFA), demonstrated calmly in front of the French Cultural Mission in Algiers. The demonstration was organized to persuade France to allow four secondary school teachers to remain permanently in Algeria. The French Ambassador, M. Jean Basdevant, received two representatives of FENFA.

Anxiety was also felt by the Parents' Association of schools run by the French University and Cultural Mission, after an announcement that the Ministry's funds for the school year 1970-71 would be cut by 2,900,000 francs. The fifty French schools in Algeria already have critical financial problems, and it is feared that this new measure might prejudice the arrival of "coopérants" in the country.

T 92. "Echange de jeunes entre Sfax et l'Ardèche pour 1970-1971. (Exchange of Young People between Sfax and the Ardèche for 1970-71) La Presse May 8, 1970

A delegation from the department of Ardèche, including M. Gilbert Gering, who is in charge of cultural exchanges at the French Foreign Office, arrived at Sfax on May 7, to arrange an exchange program between the youth of the two areas. The proposed program has been submitted to the Governor of Sfax. The delegation agreed to exchange two groups of 25 young people starting next summer, and also to "twin" the teacher training colleges at Sfax and Brivas in the Ardèche.

M 93. "La cooperation est avant tout un legs colonial. L'enseignement actual est coupé des réalités marocaines". (Cooperation is above All a Colonial Legacy. Present-day Teaching is out of Contact with Moroccan Realities). L'Opinion March 4, 1970

The writer states that cooperation is abnormal in any country. It is above all a colonial legacy, the result of a colonial policy meant to destroy the country's personality, culture and language, and to relegate it to a situation of permanent dependence. Cooperation is a way of continuing this foreign ascendancy, and is a major obstacle to all attempts to give the national language and culture their rightful importance.

Moreover, lack of reforms lead to the present situation in teaching, where the programs and language are based on foreign methods, and are completely out of contact with moroccan realities.

I. 94. "Big Recruitment Drive for New Teachers". Cyrenaica Weekly Review, May 4, 1969

A large number of teachers from the Arab countries and from Britain and France will be recruited to work in Libyan schools during the next academic year. According to the Ministry of Education, a special mission will be sent to each country to choose teachers and to draw up contracts to work in Libya. The increasing number of schools and demand for education have made it necessary to appoint a large number of foreign teachers, particularly for secondary schools.

L 95. "16 Libyan Students for the U.S.A.." Cyrenaica Weekly News March 1, 1970

Sixteen Libyan students are to join engineering colleges in American universities to study petroleum engineering. This mission, organized by the Libyan Ministry of Education, is part of Libya's plan to send students abroad every year to pursue higher studies in technology in American and European universities. Also this month the Libyan Petroleum Cooperation will send a number of students to France, Algeria and Kuwait to attend special courses on the oil industry.

M 96. "Un groupe de coopérants français prend position: Notre mission doit permettre la formation de cadres marocains". (A Group of French "Coopérants" Takes a Stand: our Mission Must be to Train Qualified Moroccan Staff). L'Opinion March 2, 1970

Two weeks ago, a team from the newspaper "L'Opinion" carried out an inquiry published under the title "Is technical aid a necessary evil?" The aim of the inquiry was to prove that, in order to reduce technical aid, the coopérants' mission should be to prepare qualified Moroccan personnel capable of taking over from them. However, after 12 years of independence, the number of "coopérants" is still increasing. The inquiry laid no blame on the "coopérants",

many of whom are conscientious and devoted in their work, but on a political system which tends to favor the easiest solutions.

L 97. "On Academic Agreement between Libya and the Sudan Links the Two Universities." Cyrenaica Weekly News January 18, 1970

Libya and the Sudan have reached an agreement on academic cooperation and will increase links between their two universities. According to the program, there will be an exchange of professors, student missions, projects, and research between the two universities This agreement was made in Khartoum after talks, and emphasized the role the universities should play in the scientific emancipation of the Arab people. Also in Khartoum, the Libyan University rector, Dr. Omar Toumi Sheibani, commented on the conference held there by the Union of Arab universities. He declared that the conference had studied the promotion of cultural and scientific relations between the Arab universities, and the best ways of raising the level of university education and encouraging research by additional laboratories and libraries.

M 98. "Le Maroc et la Conférence des Pays Francophones de Niamey." (Morocco and the Conference of French-speaking Countries at Niamey) Marchés Tropicaux et Méditerranéens no. 1272 March 18, 1970

At the conference held at Niamey, Morocco was amongst the five countries who did not immediately sign the agreement creating an Agency for cultural and technical cooperation between French-speaking countries. Morocco, in common with the Lebanon, has reserved her signature until the government examines the terms of the agreement.

SPECIAL PROBLEMS

M,G 99. "Les Journées d'Etudes organisées par l'OTEF ont permis la 'confrontation des expériences en matière d'éducation et de rapports parents-enfants" (The Forum Organized by OTEF Allowed Comparisons of Educational Experiments and Parent-child Relationships). La Presse Febraury 20, 1970

A forum arranged by the Tunisian Organization for Education and the Family (OTEF) took place at Tunis on February 13th and 14th, 1970. Libya, Algeria, Morocco and the International Union of Family Associations participated in this forum, which debated the essential problems of healthy, balanced family relationships in society. In an interview, the Director of OTEF, M. Rachid Bouhlila, declared that among the problems discussed were those of the difficulties encountered by traditionalist families with non-conformist children, and the lack of understanding that might occur in families where the children have a higher cultural level than the parents. He added that Tunisia's campaign against adult illiteracy helped to counteract this latter problem. The Director concluded that the forum had favored cooperation between the four Maghreb countries on educational and family affairs, since, sharing many of the same problems, they

needed to compare methods and results to achieve effective progress.

T 100. Mohamed Laribi: "Le bilinguisme tel qu'il est appliqué en Tunisie exerce sur le développement de l'intelligence des enfants une action à la fois favorable et défavorable" (Mohamed Laribi: "Bilingualism as it is practised in Tunisia has both a favorable and unfavorable effect on the development of children's intelligence")
La Presse May 28, 1970

In an interview, Dr. Mohamed Laribi, author of a psychological thesis on the relationship between the mental development and social conditions of the Tunisian schoolchild, commented on the results of his research among a typical cross-section of 450 pupils aged between 7 and 12. His research confirmed that children from [illegible] different social environments do not develop mentally at the same speed, and that a better economic and cultural environment tends to stimulate the intellect, pupils from an upper social class start with an 11% advance in their IQ rating, but this is reduced to only 2% after 6 years' schooling. However, the number of backward children from the lower social classes decreases with age. Dr. Laribi suggests that this decrease is the result of a school system better adapted to lower class children. Therefore the system needs to be reformed to stimulate wider development for children of all ranges of abilities, and not just the average.

The Doctor's research on bilingualism revealed two contradictory tendencies- that it can stimulate a higher intellectual level in the young, but that it can also be harmful for children from families below a certain social and economic level. Dr. Laribi concluded that bilingualism should in the future be promoted with new methods, which take into account each pupil's level of ability, and that linguists, psycholinguists, and psychologists should participate in this project.